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ABSTRACT

This manual provides strategies and activities for teachers of first grade students who are not reading by January. It can also serve as a tool for first grade teachers working with students who are experiencing difficulty with reading. The manual focuses on five components that are essential in developing fluent readers: phonological awareness, symbol awareness, print awareness, structure awareness, and comprehension. It presents suggested activities in each of these five areas, discusses how to encourage independent reading practice, explains growth in reading and how children spend their time outside of school, and lists several assessment tools: Basic Literacy Test; Directed Reading Assessment; reading inventories; Rigby Benchmark (running records); standardized tests (if available); and authentic assessment (teacher made). A note to teachers explains their role and responsibilities. (SM)

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A Practical Guide For 1st Grade Teachers

ED 480 693

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Strategies & Activities to Assist 1st Graders NOT READING by January

Submitted by
Kim C. Williams

DeKalb County School System
Reading Certification Program
Spring 2003

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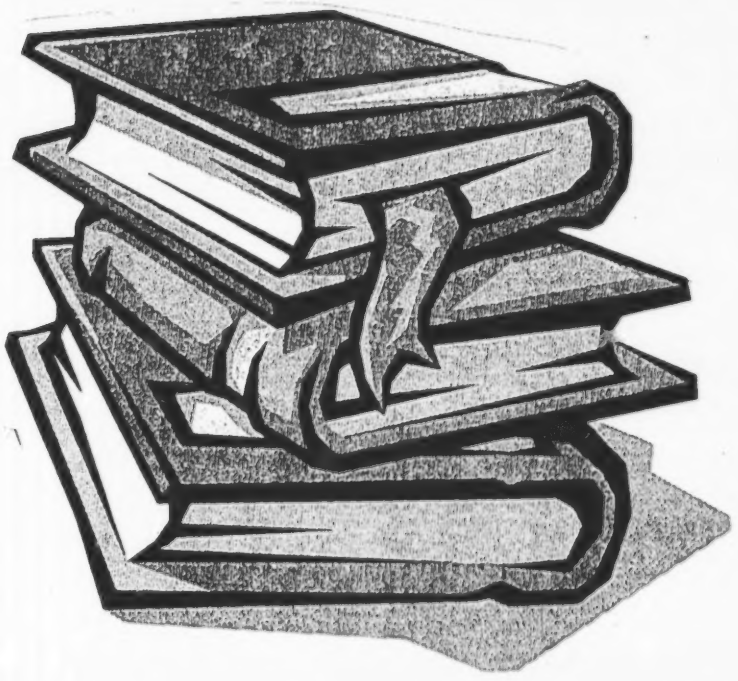
PURPOSE

The purpose of this manual is to provide strategies and activities for the teachers of first grade students who are not reading by January. This manual focuses on five components that are essential in developing fluent readers. In addition, this manual serves as a tool for first grade teachers seeking ways to work with students in their classrooms who are experiencing difficulties with reading.



NOTE TO TEACHERS

Teachers, it is important to use your professional judgment as it relates to the progress your students are making throughout the school year. It is equally important that you realize that reading is a process and that not two students learn to read the same way; therefore, some students will need more assistance than others in developing strategies for becoming fluent readers. Certain assessment tools are available to assist you with defining what these deficient areas are in reading. It is imperative to remember the sequential order of remediation that should be followed as we develop strategies and activities to assure that students with reading deficiencies are correctly diagnosed. Once a student is observed experiencing extreme difficulties in reading, begin to assess the students using one or more of the assessment tools listed and begin to plan individualized lessons to target the area(s) of weakness. Teachers must also be cognizant that assessment is ongoing and that it is most important to the target the weakest area(s) first. These assessment tools provided would indicate students' strengths and thus these skills can be enhanced. As educators, we want to produce students that become lifelong readers and help them to develop a love of reading.

ASSESSMENT TOOLS

Basic Literacy Test (BLT)

Directed Reading Assessment

Reading Inventories

Rigby Benchmark (Running Records)

Stardardized Tests (if available)

Authentic Assessment (teacher made)

***If you are unsure of which test(s) to use or how to administer the above tests, contact the Reading Specialist in your building or your Assistant Principal for Instruction (API).**

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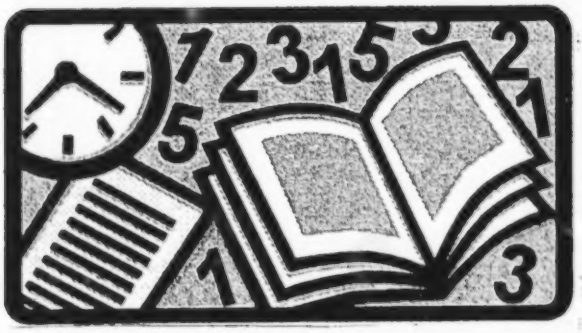
COMPONENTS

One or more of the following components to consider when developing lessons for first grade students that are not reading by January are listed below.

1. **Phonological awareness**
2. **Symbol awareness**
3. **Print awareness**
4. **Structure awareness**
5. **Comprehension**



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Phonological awareness is having the ability to identify, distinguish, and interpret sounds. Phonological awareness also involves having knowledge of the different syllables in words. One type of phonological awareness that is essential to reading development is phonemic awareness.

The following are samples of some activities that may be used to assist students in developing phonological awareness:

ACTIVITY 1

Teacher: Please say the following words and ask students to identify the first and last sounds in the words.

dog bat call hop said sad pig

bird man it put feet fan hit

chip brown block stop bug

Before beginning this activity, make sure that students are aware of rhyming words. It is important to state that words that rhyme have the same ending sound and give example. (sit/hit)

- Do these words rhyme? **(fat/cat)**
- Do these words rhyme? **(hot/hat)**
- Do these words rhyme? **(hill/pill)**
- Do these words rhyme? **(ship/dip)**
- Do these words rhyme? **(fan/fin)**

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ACTIVITY 3

Teacher: I am going to say sets words that rhyme and I want you to think of another word that rhymes to complete the rhyming pattern. Please keep in mind that rhyming words have the same ending sound.

rat, sat, bat, _____

tan, fan, can, ____

tap, map, lap, ____

mill, will, fill, _____

***You may also want to accept "silly" answers to encourage the student's understanding of rhymes. You may also want to create an activity using silly rhymes.**

ACTIVITY 4

Sack of Syllables

Teacher: After teaching the students about syllables, ask students to find small objects at home with more than one syllable and bring them to school. Then place the objects in a paper bag during small groups or center time. Have students to pull an object from the bag, identify the object, and clap out the syllables.

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Print awareness involves understanding the organization and functions of print. Students should have an understanding of the concept of words, structure, and meaning. In addition, before a student learns to read he or she should have some idea about how books are composed. Students should be taught that words make sentences, sentences form paragraphs, and so on. The effect of introducing students to a print rich environment at an early age is helpful in the development of students' reading development. According to Advance Reading Achievement, print provides a strong motivation to learn to read and a framework within which learning to read and to write takes place.

ACTIVITY 1

Teacher: Please name or identify the following letters.

R K H M L P Z

D V W S E H T

C F J G L O N

ACTIVITY 2

Write the following words on a piece of paper and ask the student to circle the words.

the	**we**	**is**	**m**	**cat**	**dog**	**e**
G	**rat**	**5**	**rat**	**big**	**8**	**hat**
S	**ball**	**fox**	**my**	**man**	**y**	**tub**

OTHER SUGGESTIONS

***Provide big books for students to read and remember to model tracking and monitor student's tracking while reading. This helps students to understand how books are composed.**

***Provide different materials from different resources such as newspapers, magazines, recipes, street signs, maps, etc. This helps students to understand different types of print and symbols and their purposes in society.**

Symbol awareness is the ability to visualize, recognize, and identify the sequence of sounds and letters in words. With the development of symbol awareness or **orthographic awareness**, students are able to identify word families and patterns. Symbol awareness also focuses on decoding and grammar as it relates to text. Although some students may have developed phonemic awareness, they may still experience difficulty with sounds in words and the correct patterns of words.

ACTIVITY 1

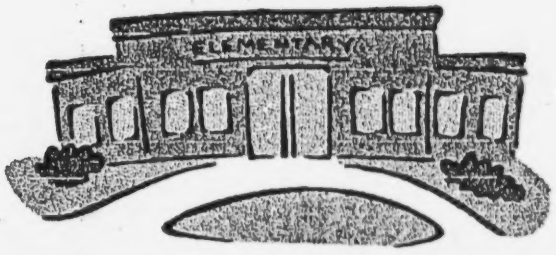
Introduce words in the same word family or words that have the same patterns as the set of words below. Ask the students to identify the pattern in the words. You may also want to reinforce rhymes at this time.

cat bat fat sat rat mat

jug bug rug slug snug mug

hot cot pot not lot rot

fan man can pan ran tan



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OTHER SUGGESTIONS

***You may want to create flipbooks or allow students to create their own using the different word families. This technique will allow the students to see how the name and the meaning of words change as you change the beginning letter or letters. (see sample)**

***Assist students with developing a personal dictionary of words that they are able to read.**

***Write sentences on sentence strips that students are familiar with from previously read stories. Allow the student to read the sentence or sentences to you. Next, allow the student to cut the sentence up into individual words. Mix the words up and have the student to identify the words individually and reconstruct the sentence, assist with ways to correctly reconstruct the sentence. A model will be available for the student to assess their work.**

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Structure awareness is the ability to understand how words, phrases, and sentences are formed. This also involves sentence and story structure. Students also have knowledge of grammar and punctuation as it relates to reading.

ACTIVITY 1

Teacher provides help to guide students with building phrases, sentences, and paragraphs through various opportunities for practice. This may be done orally or written, individually or as a whole group. Create stories using chart paper or dry erase boards.

ACTIVITY 2

Assist students with editing their papers. Remember to model this strategy as well as review punctuation when reading and the purpose they serve in the text. Encourage students to pay attention to subject and verb agreement.

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ACTIVITY 3

Have students create flash cards and build personal frequently used sight words in text. Also have students to create word lists using certain patterns and word families.
(see sample – Dolch word lists)

Reading comprehension is being able to understand reading material and reading for meaning. Students that have developed fluency have a better chance of understanding material that is read.

SUGGESTIONS

*Read alouds

*Build background and ask questions (how, what, where, when, why, who)

*Model expected reading behaviors.

*Provide students with various opportunities for reading practice. These opportunities should include both independent practice and guided practice. During this time students should be provided with a variety of text. These texts should be on both a student's instructional level and independent level. Find out what the students' interests are and provide low level high interest books for the student. Remember to introduce students to a variety of genres. **Some examples of leveled text are provided in this packet.**

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*Allow students to read in paired groups and ask each other questions about the text. Let them model being the teacher.

*Provide students with excerpts from stories on his or her level and have the student to make predictions and outcomes. This may be done orally or written.

*Allow students to retell stories in sequence and provide illustrations.

*Create and complete story maps. **(see sample)**

*Discuss author's point of view, characters, and moods.

The more practice students have for reading, the better they become. This is also an excellent way to build vocabulary.

It is also suggested that some students benefit from sentence-to-sentence monitoring. This process encourages students to concentrate on one sentence at a time. This strategy also teaches the student to self-monitor and to be responsible for what he or she is reading. To ensure that this strategy is being used correctly model the strategy for the student.

ENCOURAGE INDEPENDENT READING PRACTICE

- **Both independent and recreational reading should be done at home.**

- **It is also suggested that children read at least 15 minutes daily.**

- **As a child increases the time that they spend reading, the more he or she will increase their reading ability.**

The more a child reads, the more their vocabulary increases.

GROWTH IN READING AND HOW CHILDREN SPEND THEIR TIME OUTSIDE OF SCHOOL

PERCENTILE RANK	MINUTES/DAY	WORD/YEAR
98	67.3	4,733,000
90	33.4	2,358,000
70	16.9	1,168,000
50	9.2	601,000
30	4.3	251,000
10	1.0	51,000
2	0.0	0

Wilson and Fielding, Reading Research Quarterly, Volume 3, 1988.

Encourage parents to read to and with their child daily.

REMARKS

As stated earlier, this manual is intended to serve as a guide to assist first grade teachers to assist students not reading by January. However, this manual will not answer all of your questions for every student. Please remember that the Student Support Team is also a resource to be considered when seeking other strategies to assist your struggling readers. It is essential to remember that some students may require additional assistant that may require other services that can be determined by the Student Support Team. Nevertheless, as educators, we must continue to work towards helping these students to experience success at their level. Teachers should document students' progress and remember that assessment is ongoing. Continue to stay positive and remain abreast of the different trends and changing in education. The Reading Specialist and the Assistant Principal for Instruction are powerful resources to consider when working with students not reading by January. Some additional resources are listed in the back of this manual.

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